

## 1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

### Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

<b>3-Digit LEA/Charter Code:</b> 862
<b>Contact Name:</b> Scott Dollyhite
<b>Contact Phone No.:</b> 336-786-8355
<b>District/Charter Name:</b> Mount Airy City Schools
<b>Contact Title:</b> EC Coordinator
<b>Contact E-Mail:</b> sdollyhite@mtairy.k12.nc.us

### Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes                      ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1.0 Percent Participation Justification Form 2018–19

Other, please explain below:

Click or tap here to enter text.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

## **1.0 Percent Participation Justification Form 2018–19**

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

Due to the fact that our student population is so small, it has a drastic impact on our percentages if only one student who is already placed on Extended Standards moves into our district. We currently have a 3rd-12th grade population of 1307 students with only 21 Extend I students. Due to being such a small school district our average class size per grade level is 131 students, meaning each student represents on average 0.8 % of that grades population. Therefore, more than one student needing Extend 1 standards at any grade level leads to exceeding the 1% max. We have certain grade levels with no students needing Extend 1 standards, and other grade levels with two to four students that need Extend 1 standards, thus causing us to exceed the 1% max at certain grade levels.

Given our proximity to 3 surrounding districts, we commonly have students transfer in and out of our district. Due to the fact that our student population is so small, it has a drastic impact on our percentages if only one student who is already placed on Extended Standards moves into our district.

### **Section 3: Assurances**

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

IEP teams are instructed to consult with the EC Director prior to making any decisions surrounding extended content standards. The director walks the team through the eligibility criteria as presented in the "NCEXTEND1Eligibility Criteria" guidance document (which was provided by the NCDPI Division of Accountability Services/North Carolina Testing Program). MACS ensures that overall cognitive ability, adaptive skills and functional skill sets are taken into consideration when deeming a student eligible for alternate assessments. Additionally, the EC Director reviews all IEP documentation prior to and after each meeting in order to ensure that proper protocol is followed and that policy is strictly adhered to. We especially monitor Prior Written Notice forms to check for evidence of extensive deliberation when placing students on Extended Standards. We also check to make sure that our teams have considered other less restrictive placement options

Additionally, our district continues to offer professional development that focuses methodologies, interventions and progress monitoring to ensure that all students are able to access the general curriculum to the fullest extent possible. With that being said, we do have a small percentage of students that exhibit extensive and pervasive cognitive deficits for whom the Future Ready Core Curriculum would be entirely inappropriate.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

## 1.0 Percent Participation Justification Form 2018–19

Explain below:

Currently Mount Airy City Schools has no reported disproportionality among race, gender, or socioeconomic status groups.

### Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

Our 1.0% overage is not an issue of over identification or lack of resources. Our overage is solely a result of being a small school district.

### Signatures

Superintendent/Charter School Director

*Kim Morrison*

Date

*5/1/19*

Exceptional Children Director/Coordinator

*Scott D. Lytle*

Date

*5/1/2019*

LEA/Charter School Test Coordinator

*Kimberly A. Heck*

Date

*5/1/2019*

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

**Note:** See page 5 for additional information that can be included but is not required.